

Evaluation of the teaching and learning in listening subject

Nurlaila Husain

Department of English Education, Faculty of Letters and Culture, State University of Gorontalo, Jl. Jendral Sudirman No.6, Gorontalo, Indonesia
nurlailahusain@ung.ac.id

Abstract: This research aims to benchmark the practice of teaching listening subject being conducted in the English Department at State University of Gorontalo against the best practices which have been based on research and sound knowledge in the world of English language. The teaching of listening is now influenced by the rise of communicative language teaching which views language teaching as giving communicative competence to learners, not only grammatical competence as the earlier view held. The participant of the research is the third-semester of the English Department in the academic year of 2019.

This present study is conducted to evaluate the teaching of listening skills in the English Department at Gorontalo State University. Evaluation in this study is to benchmark the current practice of teaching listening in the English Department of State University of Gorontalo to the research-based practice. Research finding suggests that the teaching of listening to the English Department students partly has followed methodologies proposed by Richards and Goh (2008). This study shows that in general the practice of the teaching of listening at the English Department of State University of Gorontalo is based on research-based methodologies. However, there are some points that need to be improved. Since the result of the study has addressed only some of the issues in the teaching of listening, therefore, future research on other issues of listening teaching needs to be done.

Key words: *Teaching and learning of Listening; Communicative language teaching; Evaluation.*

INTRODUCTION

This study is to evaluate the process of teaching and learning in the listening subject in the third semester of the English Department at Gorontalo State University. By evaluation, I mean the critical analysis of the current practice of the teaching of listening in the English Department. By evaluation, it will be found out whether the current practice in the teaching of listening has been done based on the practices informed by sound and tested methodology. The standards of evaluation by which will be benchmark the teaching of listening in the English Department of State University of Gorontalo are two methodologies of teaching listening developed by Richards (2009) and Goh (2002).

It will be explored whether the teaching of listening done is based on the approach or method coming from research in the field of listening teaching. Many scholars believe that the teaching of listening must be based on a research-informed method or belief. The focus has since moved to develop listening as a skill needed for constructing and communicating meaning. More recently, discussions about listening instruction have emphasized the role

of strategy training and learner meta-cognition in facilitating comprehension" (Goh, 2008, p. 39).

According to Gbenedio (1996); Harvey and Goudvis (2000) there are four levels that have passed listening comprehension; hearing, listening and cognizing. Its stages related to speech rate, the component of sounds sound sequences, inferences drawn and meaning of vocabularies (as cited in Asemota, 2015, p. 27-28). In other words, in doing a listening activity the listener does not have much time to scrutinize the message as s/he does in reading. S/he has to understand the message realized in the form of speech sounds pronounced by the speaker. In addition, Kurita (2012) confirms that listening can be hard and challenging for learners to study it. Listening in a foreign language is perhaps the most difficult skill for learners to develop. This is due to the fact that listening activities require a wide range of things such as the familiarity of the sound, the meaning of the sound in the learner's mother tongue and so on.

It has been popularly known that in listening activity there are two processes taking place namely bottom-up processing model and

top-down processing model. Consequently, the major techniques of teaching listening in most parts of the world use techniques that are based on these processes. It used to be believed that listeners built up their understanding of a text by working out what each sound was, then adding these up into a word, understanding the word, checking the meaning of that word with the words around them, etc. (a bit like building up a wall from the individual bricks). Although this theory, known as 'bottom-up' (i.e. building up the messages from the individual small pieces), may initially sound appealing, it is virtually impossible to do. Spoken English is too fast for us to catch using the item-by-item approach. It seems likely that we make use of 'bottom-up' skills more to fill in missing gaps rather than as a general approach to comprehension word by word.

In the curriculum of the English Department, listening is one of the skills taught separately to students. In listening subject students are expected to understanding spoken English by the native speakers. Students are expected to understand the message either the gist of the whole information uttered by the speakers. As far as the researcher can observe most of the students have poor listening skills. This poses a significant problem for the teaching of English in general because bad listening skills will, in turn, have a bad impact on students' understanding of other skills. To overcome this problem's we should take several actions. The first should be to evaluate the teaching and learning process. By doing so we can find out the good and the bad of the practice that has been put in place so far. What we find useful should be improved continuously. On the contrary, the bad ones should be omitted.

It is expected that the study will contribute to the improvement of the teaching and learning process of listening subjects by recommending the good and the bad side of the current practice. Based on the introduction above, the research questions for this study: (1) Is the listening subject taught based on research-informed methodologies or techniques? (2) How do the lecturers apply the teaching approach to teaching listening? and

(3) How the aspect of teaching and learning activities should be improved?

The Nature of Listening Skill and Processes in Listening

The importance of the listening process to the human being is a fact that can not be denied. Most of us will agree that listening plays a very significant part of our everyday communication. Through listening, we internalize information which is called linguistics information. This information enables us to produce language. In classrooms, students always do more listening than speaking. Listening competence is universally "larger" than speaking competence. However, the importance of listening has long been ignored by language teachers or language specialists all over the world. The skill got proportional attention only when James Asher proposed his *Total Physical Response* technique in the 70s (Brown, 2001, p. 53). Since that time on listening has been given a decent portion in the process of language teaching.

There has been a large amount of definition of listening offered by numerous writers. Ross (2011, p. 1) define listening in a broad definition. He says that listening is used in language teaching to refer to a complex process that allows us to understand spoken language. Listening according to him is used in conjunction with other humanities and applied science such as anthropology, political science, psychology and sociology. In short, we can conclude that listening skill is the process of using our ear to receive the linguistics, humanities and applied science input that are dispensed orally. Kurita (2012) expressed that listening is a critical skill to expand in second language learning. Hamouda (2013) argued that listening could comprehend an emphatic understanding of what the speaker said. In other words, Gilakjani and Sabouri (2016) stated that listening is one of the essential skills in studying an English foreign language because the listener built up their understanding of the word's meaning.

Moreover, Brown (2001, p. 249) argued that listening is not merely the process of a

unidirectional receiving of audible symbols. One facet of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. Rost (as cited in Carter and Nunan, 2001, p. 7) defines listening in a broad definition. He says that listening is used in language teaching to refer to a complex process that allows us to understand spoken language. Listening according to him is used in conjunction with other skills such as speaking, reading, and writing.

In short, we can conclude that listening skill is the process of using our ear to receive the linguistics input that is dispensed orally. Having discussed the definition of listening skill now we turn to the process that takes place during listening is being taken. Goh (2002, p. 1) maintained that listening as a comprehension activity can be viewed from three different angles which are listening as a skill, listening as a product and listening as a process. Listening as a product is a listening skill that is described in terms of outcomes that is what listeners have to do to show that they understand the message. In classroom practice listening as a product can help the teacher to easily evaluate the students' performance.

In addition to Goh's view above, other writers propose other models of listening processes which are bottom-up processing view and top-down processing view. According to Nunan (as cited in Richards & Renandya, 2002, p. 239) the bottom-up processing model assumes that listening is a process of decoding sounds that one hears linearly, from the smallest meaningful unit to complex text. On the other hand, the top-down processing model suggests that the listeners actively construct the original meaning of the speakers using incoming sound as clues. In this model, the listeners use their background knowledge of the context and situation to make sense of the input they hear.

The Current Methods of Teaching Listening

Basically the current method used to teach listening is communicative language teaching and innovative language teaching. Communicative language teaching began in

1960 which was regarded as the birth of communicative language teaching (Richards, 2005). Teachers and curriculum designers began to look at content, at the kind of language needed when greeting or shopping. The emphasis on explicitly learning grammar rules or practicing grammatical patterns was downplayed in favor of an approach designed to meet learners' needs when using the language in daily interaction. There is no single text or authority on communicative language teaching.

Besides that, Richards (2009, p.4) gives some teaching listening procedures based on the bottom-up processing model and top-down processing model. He comments that in teaching the bottom-up processing model consist of the following technique:

1. Identifying the referents of a pronoun in an utterance's
2. Recognize the time reference of an utterance
3. Distinguish between the positive and negative statement
4. recognize the order in words in an utterance
5. Identify sequence markers
6. Identify keywords
7. Identify modal verbs

Additionally, top-down techniques processing model that can be used are as follows:

1. Students generate a set of questions they expect to hear about a topic and listen to see if they are answered.
2. Students generate a list of things they already know about a topic and things they would like to learn about. Then listen to compare.
3. Students read one speaker's part in a conversation, predict the other speakers' part then listen to compare.
4. Students read a list of key points to be covered in a talk, then listen to see which ones were mentioned.
5. And so on.

In summary, the current method used in teaching listening is based on communicative language teaching. The testing is aimed at measure learners' ability in using language in real communication. The evaluation in Communication Language Teaching measures

how well the learners use language not how well they know linguistics aspects of language.

METHOD

This study was qualitative research. In this research, the writer used a case study as a method of investigation. A case study was chosen because the research is aimed to dig deeper into phenomena or situations (Cresswell, 2014). The participant of this research is two lecturers teaching the listening subject in English Department at State University of Gorontalo and 15 students of the third semester registered at the academic year 2019/2020. Data were collected by using the interview. It was conducted for both lecturers and students. An open and structured interview will be designed to collect the data.

The data were analyzed by commenting and concluding the major themes of the lecturers' and the students' answers on the interview and questionnaire—the center of the themes on the following.

1. Preparation for the teaching activity
2. The presentation
3. Method of teaching
4. Interaction between students and lecturer

These themes are then elaborate based on the view of the teaching of listening proposed by Richards (2009) and Goh (2002).

The data analysis is based on the analysis of case study data developed by Creswell (2014). In this analysis, Creswell suggested to group the questions and their answers based on the theme that is directed toward the evaluation of the teaching of English listening.

RESULT AND DISCUSSION

This study discusses the research finding and discussion. The research findings are categorized based on the theme set up before.

Result

This research is done to evaluate the teaching of listening and teaching the subject in Semester three of the English Department of State University of Gorontalo; in this research, the writer also uses the methodology of teaching listening proposed by Richards (2009) and Goh (2002).

The research questions put forward are: (a) is a listening subject taught based on research-informed methodologies or techniques? (b) How is the teaching approach applied by the lecturers in teaching listening, (c) how the aspect of teaching and learning activities should be improved and kept doing? This part of the chapter reveals the data collected from the interview with both the lecturers and the students. Altogether there are 4 themes analyzed in this study which are:

1. Preparation for the teaching activity
2. The presentation
3. Method of teaching
4. Interaction between students and lecturer

Preparation for the Teaching Activities

There were two lecturers of a listening subject involved. Preparation questions consist of two questions. When asked if they prepare for teaching such as writing a lesson plan, they all answered that they make a lesson plan. For example, one respondent commented:

"Lecturer wrote Lesson plan before teaching"

The researcher asked if they tell the students at the beginning of the lesson the lesson's objective all the respondent's answer yes. For example, one respondent commented:

"The lecturer asks the objectives of the lesson to the students"

On the part of students, who are the respondents of this study, this theme is perceived slightly different. Most respondents explain that most of the lecturers prepare themselves to teach. This is shown by the fact they have a lesson plan to guide their teaching activities. However, the lecturer respondents say, rarely review at a glance the previous lesson by asking some preliminary questions. According to the respondents to help the students to focus on the lesson the lecturer usually tell the class the objectives of the lesson at the beginning of the lesson so that the students become aware of what they are learning. More importantly, they can activate

schema or background knowledge that is relevant to the subject being learned. It was evident in this finding that in the view of both lecturers and students' preparation for teaching activities has been relatively well prepared

Based on data collected from the interview the respondents confess that before coming to the classroom they have made preparation writing lesson plans, reviewing the previous lesson and telling the students the lesson's aim. For example, one of the lecturers interviewed said:

"yes I did the lesson plan before we start our class"

Meanwhile, the result of the interview with students shows that the lecturers have been practicing good teaching practice in listening subject. Most respondents interviewed said that the lecturer has good preparation in teaching which is shown by their having a Lesson plan. For example, one of the students said:

"yes, the lecturers made lesson plan and show it at the beginning of the lesson...and other rules...there is lesson plan. The materials are explained that is what first and second material might look like so that the students can figure out what they are going to learn...."

The Presentation of the Lesson

In terms of the lesson's presentation, the respondents answer that they explain the lesson in a very logical and easy way for students to understand. In addition, to have control over the class the respondents said that during the teaching process they gaze all over the classroom. This way, according to them, is effective enough to control the classroom.

The respondents also explain that the lesson they teach is paced according to students' ability. This is to help students follow the lesson. In designing the task or assignment, the respondents say that the

instruction on what the students should do is brief and precise to understand what to do.

The respondents also answer that the lesson or materials that they develop are adapted to match the students' level of understanding. This is in line with the principles of teaching from the easiest to the most difficult.

Asked about how they answer the students' questions, the respondents say that they give the answers deliberately and carefully. This is good to increase the image of the lecturer in the eyes of the students.

One good behavioral performance that the respondents show is that they try to create a good image among their students that they are enthusiastic and curious about the material or the lesson they teach. This is partly to encourage the students to grow the same enthusiasm for the subject.

Asked about how far and how deep they master the material or the subject they are teaching the respondents answer that they master it very well to teach it well.

The respondents also say that they use various teaching techniques to make the class interesting for the students. They also use various tones to keep the students pay attention and interested.

In the eye of students, who are the respondents of the study, generally, the lecturers have done well in their lesson presentations. According to the respondents, the lecturer explains the lesson in a way that they can understand well. In doing this the lecturer tries to be friendly with the students for example by smiling or doing eye contact when speaking with the students.

In explaining the lesson, according to the respondents, the lecturer adapted the materials with the students' ability to understand it. In other words, sometimes the lecturers explain it fast sometimes they explain it slowly. Or sometimes they have to re-explain it when there are students who do not understand the lesson yet. This is not the case with some lecturers. According to respondents, some lecturers do not master the material well. This results in the fact the lecturers cannot adapt the lesson presentation with the students' ability.

In short, based on this data finding the presentational technique of teaching on the part of the lecturer is relatively good. In presenting the materials the lecturer says that they applied various methods in the classroom ranging from using various teaching techniques, giving positive reinforcement to arrange the material according to students' ability. One of the lecturers interviewed said as follows:

"in teaching listening in the classroom, I proposed three stages; Warm up, main activity and post activity. And every steps I explain what the students do in the process of learning in the classroom"

In the eyes of respondents, students interviewed by the lecturers have sound knowledge in presenting the lesson. The lecturer prepared themselves for the unplanned occurrence. This can be seen from the comments they made when interviewed:

"oh yes I think the lecturer make some adaptation with the unplanned occurrence. There was a happening the other day when there was no LCD, then the lecturer adapted the situation. There was a time when we were waiting for sound system speaker, while we were waiting we played game related to lesson. We still learn even though the lecturer was waiting for to LCD to come".

Method of Teaching

In terms of teaching method, the respondents give their comments on various questions about the method. They say that they vary the class activities to keep the students interested in the subject being taught. In leading the discussion for example they say that they vary the direction of the interaction such as lecturer-students, students-students, or students-lecturer.

Another good practice that the respondents applied is going around the classroom, engaging the students in conversation. This is good to lower the students' affective filter. Another good practice that will boost students' psychological side or self-confidence is the fact that the respondents give positive reinforcement for students.

The respondents also use various teaching aids. In addition, they vary the resources of material. They say that they make use of realia or other teaching aid at hand. The use of the internet is also a thing that they recommend the students do. Similarly, according to the respondents, the lecturer has prepared themselves for the unplanned occurrence. For example, the occurrence that is not planned in the lesson plan.

The use of relevant questions to students makes the classroom situation alive because they can relate the question with what they are learning and what they have learned. The use of various learning resources such as teaching aid like realia or various textbooks and the internet contribute much to the process of teaching and learning. However, some lecturers do not use teaching aid at the maximum. According to respondents, some lecturers rarely use teaching aid.

More importantly is that the lecturer, according to respondents, tolerates the mistake. This is an excellent practice. In communicative language, teaching mistake is tolerated. The mistake is even regarded as one of a source of learning activity.

Based on the data collected from an interview with students and lecturers have done much about improving the method of teaching. For example, they give various tasks, tolerating students' mistakes, and enriching the source of the study. The lecturer interviewed said as follows:

"There is various method. Depending on the level of students because there are students in the class did not give the response when I asking them".

The interview data from students show that during the lesson, the lecturers make themselves as nice as possible to students. This is good in terms of lowering the students' affective filter. The comments appearing in the interviews were as follows:

"yes things like that existed in the classroom. maybe some of students were afraid...they felt slightly burdened. However, when the lecturers gave us questions we answered enthusiastically. Even there are some students who felt overburdened... this is I think because the student think that the level is quite high."

The students also say that lecturers use various learning when giving the materials. The interviewees commented as follows:

"in teaching process, the lecture using Laptop, Sound System Speaker and also give us copied materials"

Lecturer/Students Interaction:

With regard to the interactions between lecturers and students, there are also positive comments from both lecturers and students. The type of interaction that the lecturer and students maintain is favored by the good and sound practice in listening to the teaching. Respondents comment that they use a clear voice to hear them and understand what they say clearly.

The respondents also say that they always encourage students to participate in the activity in the classroom actively. It is also revealed that the respondents create a classroom situation where they feel free to ask or put forward their ideas or criticism. However, the respondents are a bit strict about the rules of discipline. There are times when they give strong warnings to the students whose behavior distracts the class.

When dealing with the classroom situation in which students seem to get bored or get sleepy due to the teaching hour, for example, teaching hour at noon, respondents

say that they try to create a refreshing situation by listening to a song or play a game.

In the eyes of respondents students the interaction taking place in the classroom is good enough. They maintain that concerning the interaction between the lecturer and the students, there has been a supporting and comfortable interaction. Some respondents say that lecturers encourage students to participate in the activities in the classroom. The lecturer friendly instructs the students to do an assignment or task.

The respondents also commented that the lecturer keeps the atmosphere in the classroom as relaxing as possible. They say that there is a barely stressful situation on the students' part even when they require deep analysis. The only flaw in this aspect is that the voices of the lecturers are not loud enough.

From interview data on the students/lecturers interaction, it was found that the lecturer maintains a good interaction with students. They said that the lecturer is said to tolerate the mistake. Nearly most of the interviewees said that they are content with the lecturer tolerating the mistakes. One of the respondents said:

" I think the lecturer tolerated the mistakes. they were not rough. on the contrary...they are polite...the mistakes were corrected...when they presented the lesson the other they the audio was turned off because it was noisy.....in my opinion they are polite lecturer in correcting the mistakes".

DISCUSSION

This Part discusses the answered provided for three research questions formulated in this study. The benchmarking in this analysis is done based on research questions related to the theme already developed, namely: preparation for teaching, presentation, method, and interaction.

The Teaching of the Listening subject has been done on the research-informed principles.

Preparation of teaching

It is found that –through interviews answered by both lecturers and students, the listening instructors in the English Department of State University of Gorontalo have good preparation in teaching. They have a written lesson plan and syllabus. Such preparation is proposed both by Goh and Richards. For example, Goh (2003) implicitly argued that the listening teacher should have planned in preparing the listening task. This preparation can be interpreted among other things to prepare a lesson plan and syllabus as the guide in teaching.

In addition, Richards (2009, p. 12) when giving the example of a lesson plan of the listening subject put planning at the beginning of it. Thus it can be concluded that in terms of preparing the teaching of listening practice at State University of Gorontalo is good because it is based on the proposal by Goh.

Presentation

As it turned out from the data collected the presentation of the teaching of listening subject in the English Department at State University of Gorontalo is mostly based on the sound practice as proposed by Goh and Richards. In an interview question for example lecturer said that they

- a. Explain the lesson in a very logical and easy way for students to understand. According to Richards (2009, p. 4) listening process should be taught using both a bottom-up and top-down approach. This explicitly signals that the teaching material should be explained in an easy way to help learners with the bottom-up process and logically to help the learner with the top-down process.
- b. Paced the lesson according to the students' ability. Richards (2009) argued that some listening tasks should be arranged in good order for example: identifying referent of pronoun, recognizing time reference, distinguishing positive and negative statement, identifying sequence marker, identifying keywords in spoken text as we can see these tasks begin from the easiest to the most difficult.

From the interview answered by the students, it is obvious that the lecturer explains

the lesson in a way that learners can understand well by adapting the materials with the students' ability to understand it. In adapting the listening task Goh (2009, p. 9) mentioned about vary the listening text and task.

In summary with regard to the presentation of the lesson the teaching of listening at State University of Gorontalo is mostly based on sound practice.

Method of Teaching

In terms of teaching method, it is found that listening lecturer at State University of Gorontalo has applied some good methods as proposed by Goh and Richards. For example, the lecturer keeps the students interested in the subject being taught varying the direction of the interaction such as lecturer-students, students-students or students-lecturer. This practice is one of the good ones that Richards (2009, p. 6) proposed in Communicative Language Teaching.

Another good practice that the lecturer applied in teaching listening is going around the classroom, engaging the students in conversation. This is good to lower the students' affective filter. Goh (2009, p. 9) mentions factors that influence students listening skills, among other things interest, attention, and concentration, all of which are related to whether they feel pressed or not in the classroom.

However, in terms of the method, there are some inconsistent teaching practices –as revealed through data findings- that should be omitted. These are:

- a. Lecturers sometimes cannot cope with unplanned occurrences such as the blackout, the IT stops working and so on.
- b. Teaching aid is not used well.

Especially for teaching aid, Goh (2009, p. 11) implicitly recommended that the teacher should vary it in order to match the variation in the listening task. For example, using true-false/ multiple-choice will need different teaching aid from activities using finding direction from spoken text.

In short, in terms of the method of teaching listening at State University of Gorontalo some practices have been based on sound practices while some are not.

Interaction between lecturer and students

In terms of the interaction between the learners and the lecturer, listening lecturer practiced some good practices that are in line with those proposed by Goh and Richards. For example, the lecturers use a clear voice that the students can clearly hear. Maintaining a clear voice is essential in listening. Both Richards and Goh agreed that good listening teachers should have a clear voice.

Another good practice is that the lecturer encourages students to participate in the activity in the classroom actively. It is also revealed that the respondents create a classroom situation where the students feel free to ask or put forward their ideas or criticism. This is encouraged by Goh (2009; p. 9) when she mentions that teachers keep students' attention and concentration high.

However, it is clear that some critical points of the methodology of teaching listening do not appear in the practice of teaching listening at Gorontalo State University. These are techniques Goh (2002) called a one-way listening task and two-way (interactional) listening task. One way the listening task can include restoration task, reconstruction task, comparison task, prediction task, sorting task, elaborating task, evaluation task, jigsaw task, matching task, and problem-solving task. The interactional tasks can include creative dictation, descriptive task, discussion task, presentation task. Each of those techniques has its own procedure. In addition, some techniques proposed by Richards do not appear in practice. They are:

- a. students generating a set of question they expect to hear about a topic and listen to see if they are answered,
- b. students generating a list of things they already know about a topic and things they would like to learn about.
- c. Listening to compare.

In short by comparing the practice that the listening lecturer in the English Department of State University of Gorontalo with what Proposed by Goh and Richards above we can say that part of the general procedures have been followed. This is proved by the fact that the questionnaires and the interview questions given are based on the

teaching listening procedures made by Richards (2009).

What lack is that the specific techniques, which depend on the class's situation and the students' ability, should be analyzed more to create a procedure of teaching listening that match the setting of teaching and learning in Gorontalo State University.

How the lecturers apply teaching approaches in their teaching situation.

Based on the research finding, it was found that the lecturers/instructors of the listening subject have applied the teaching approach which was based on the approach developed by Richards and Goh. The approach that Richards and Goh developed, as discussed in the theoretical basis part stress that listening should be done communicatively. According to Richards (2009), the teaching of listening communicatively means that skill of language should be taught as it is used in a communicative daily setting. This leads to the design of materials that will encourage communication among the students.

According to Goh (2002) communicative teaching of listening will involve what she calls one-way listening and two-way interactional listening. One-way listening refers to conventional listening that is the students are exposed to the speakers' utterances and listen to them. On the contrary, interactional listening is more complex because it involves speaking that is the students listen to the speakers and give a response. So it is speaking in nature.

It is true that based on the data collected it was found that the lecturers of the listening subject in State University of Gorontalo only one-way listening. They do not use two-way interactional listening. However, the way they do one-way listening is communicative enough. For example, the lecturer has used a bottom-up and top-down approach in listening. According to Richards (2009), these kinds of approaches are good and natural in listening to the teaching.

Aspects of teaching and learning activities that should be improved and kept doing.

Based on the data collected it was found that there are some good points in the teaching process of listening that can be kept doing and improved. Firstly, in terms of presentation the listening instructor make preparation before they come to the class teaching. They, as it was revealed in the data collected, wrote syllabus and lesson plan. In presentation part, for example, the lecturers explain the lesson in logical way and teach based on the level of student understanding

In terms of method it was also found that there were some good practices that the lecturers did namely for example varying the interaction. It was found that the lecturers usually change the model of interaction between the lecturer and the students. Sometimes it was lecturer and student, sometimes it students – students and another time it was students-lecturer.

It was also found that the lecturer when teaching going around the classroom and making noise to students. In terms of interaction between lecturer and students it was found that the listening lecturer in State University of Gorontalo has some good habits. The uses of good and clear voice are good practice that was obvious from the data collected.

Another good point is that the lecturers encourage the students to participate fully in the classroom by asking questions, confirming, giving opinion and so on. This conduct is part of making the classroom relaxed. However, there are some bad practices that should be omitted. These, based on the data collected, are the lecturers usually have not prepared for the unexpected occurrence such as when the light is off, there is no LCD and so on. This occurrence has proved to hinder the teaching process. Other drawback is that the lecturers do not use two-way listening skill. Finally, the bad practice appearing in data collected is that the lecturer does not vary the teaching aids.

CONCLUSION

The models of teaching listening as proposed by Goh (2009) and Richards (2002) have been hailed as some of good practices in the teaching of listening in English as foreign language. There have been many attempts

taken to benchmark listening teaching practice to these models. This research is one of them. The following points are extracted from the research outcomes as the conclusion.

It was found that most of the lecturers/instructors of listening in State University of Gorontalo have good preparation. This is clear through the fact that they write lesson plan and syllabus prior to teaching which is like what proposed both by Goh and Richards.

In teaching listening there are some points that must be paid attention to. First, the teacher/instructor should have good preparation before teaching by for example writing lesson plan or syllabus. They also should have good way of present the lesson. This is important to make the students understand the materials well. Other point is that the lecturers/instructor should good teaching methodology. The methodology should be based on research-based practices. Finally, the lecturers/instructors should maintain good interaction with the students.

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